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ABSTRACT

The guide is arranged in vertical columns relating curriculum concepts in Texas studies to curriculum performance objectives, career concepts and career performance objectives, suggested teaching methods, and audio-visual and resource materials. Career information is included on 24 related occupations. Space is provided for teachers' notes which will be useful when the guide is revised. The appendix includes miscellaneous State information, suggested readings, audio-visual source information, and career information (organizations, periodicals, and selected references). (EA)

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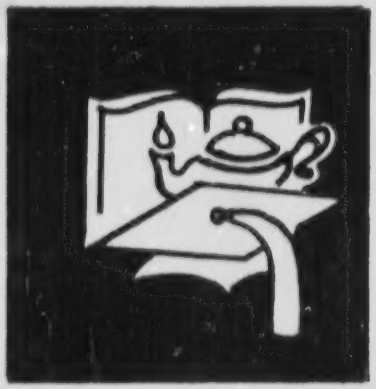

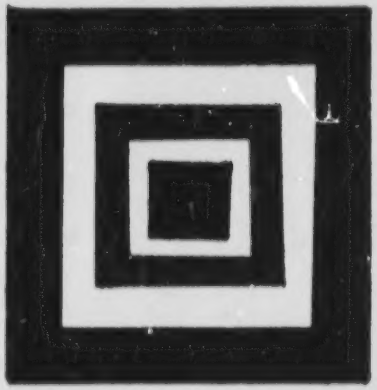

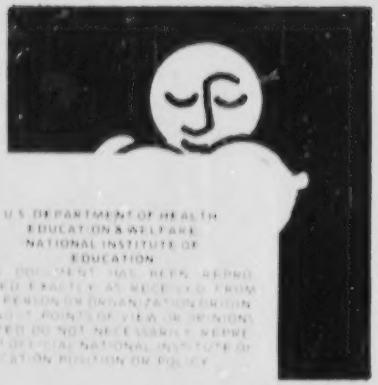

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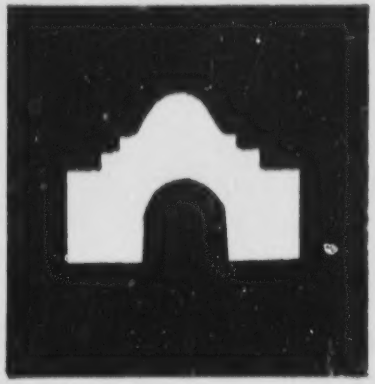

Career - Curriculum Guide

CAREER EDUCATION CENTER

HARLANDALE INDEPENDENT SCHOOL DISTRICT
3706 ROOSEVELT
SAN ANTONIO, TEXAS 78214

ADV. TEX. STUDIES

CE 001 077

CAREER EDUCATION CENTER

MR. CHARLES N. BOGGESS, SUPERINTENDENT

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

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ADVANCED TEXAS STUDIES

CURRICULUM GUIDE

Mrs. Karla Galindo
Social Studies Consultant

Career Education Center
Harlandale Independent School District
San Antonio, Texas

A C K N O W L E D G E M E N T S

Appreciation is expressed to the following teacher who contributed to the research and development of this curriculum guide.

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Mr. William R. Marshall - Director of Curriculum

Miss Mary E. Daunoy - Secondary Consultant

Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

P H I L O S O P H Y

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --
Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

ADVANCED TEXAS STUDIES

(a one quarter course)

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LAND BEFORE THE SPANISH - Natural divisions - Rivers - Early Man - Indians - Early explorers	The student should be able to perform the following activities: 1. List and describe four geographic regions of Texas. 2. Name the three rivers which are included as part of our borders. 3. In two or three paragraphs, describe the importance of the "Midland Minnie" discovery. 4. In a one page paper, discuss the type of existence of the Hasinai and how the Hasinai were related to the Caddoan Confederation.	CONCEPT: One responsibility of a geodesist is that of accurately mapping the surface of the earth. OBJECTIVE: The student should be able to list and discuss two ways in which this knowledge would help a geodesist in his work.	GEODESIST: 1. A geodesist is a geophysicist who specializes in work related to the solid earth. 2. A bachelor's degree in geophysics is usually required for most positions. 3. The salary is usually around $8,000 to $15,000. 4. In 1970 geophysicists numbered more than 8,000 in the United States. The opportunities for new graduates having degrees in geophysics are expected to be good through the 1970's. 5. Other areas of specialization in geophysics are seismologists, hydrologists, and geomagneticians.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students draw pictures of major geological landforms in Texas and have them explain their importance. 2. Have a student research and present to the class an explanation of why the rivers were so important to the exploration and settlement of Texas. 3. On a map of Texas have students trace the paths of the early explorers. 4. Have the students prepare a bulletin board display of Texas before the Spanish. CAREER: 1. Arrange to have a geophysicist visit the class to discuss his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm films- 16-664 Two Deserts: Sahara and Sonora 16-673 Two Grasslands: Texas and Iran 16-224 Invisible Rivers of Texas 16-261 American Indian Before European Settlement filmstrips- G-33 Subtropical Coast Lands and Western Texas H-14 A General View of Texas H-15 Northwestern Texas H-16 Central Texas H-17 East Texas Timber Belt H-18 South Texas Lowlands H-19 Southwestern Texas G-69 Texas Discovered and Explored G-52 Exploration of Texas M-91 Spanish Explorations in Texas G-43 The American Buffalo magnetic tapes- Mag.T.-243 Alabama - Coushatta Indians Mag.T.-242 Tigua Indians 2. Education Service Center, Region 20: 16mm films- 4302 Indian Influences in the United States 8892 The Spainsh Explorations CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 331 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SPANISH RULE - First settlements - The missions - Colonial life - Economy - Government - Mexican Independence	The student should be able to perform the following activities: 1. In two or three paragraphs, discuss the circumstances which led to the Ysleta settlement near El Paso. 2. List five missions in the southwest and the city in which they are located. 3. Briefly describe colonial government in Texas. 4. In a one page paper, discuss the effects of Mexican independence on Texas.	CONCEPT: The Clergymen, specifically the Roman Catholic priests, directed the early Spanish missions. Today, clergymen have the responsibility of directing their local church. OBJECTIVE: The student should be able to name at least three responsibilities of a clergyman.	CLERGYMAN: 1. The modern clergyman has a variety of duties. The religious leader of today almost has to be involved in modern life. 2. There are more than 300,000 clergymen in the United States. This includes about 6,000 Jewish rabbis, 59,600 Roman Catholic priests, and 240,000 Protestant ministers. 3. Today there is a shortage of clergymen in almost all faiths. This shortage is expected to continue through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student make a drawing of the Rose Window at San Jose Mission and explain the legend. 2. Have a student research and give a report on the development of the city of San Antonio. 3. Have students give reports on the duties of the Spanish governors in Texas. CAREER: 1. Have the students research the history of the religion of their choice, including the duties and responsibilities of the clergy of the particular denomination chosen.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips- G-70 Texas Missions M-92 Spanish Mission Period in Texas H-20 Spanish Missions - part I H-21 Spanish Missions - part II H-22 Spanish Missions - part III M-93 The Americans Settle in Texas G-63 S. F. Austin/ with PR-311 G-55 Texans Under the Mexican Flag 16mm film- 16-287 Spanish Influence in the United States 2. Education Service Center, Region 20: 16mm films- 8825 Missions of the Southwest 8877 Texas, part I - from 1519-1832 3. San Antonio Public Library: 16mm film- Texas 4. Appendix in this guide: Missions of San Antonio CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 67 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Center for Church Vocations 1307 South Wabash Avenue Chicago, Illinois 60605	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SAN ANTONIO - Alarcon - Olivares - Missions - Canary Islanders - Governors - Military importance	The student should be able to perform the following activities: 1. Write a biographical sketch of Father Antonio Olivares, one of the co-founders of the city of San Antonio. 2. Briefly discuss the part played by the Canary Islanders in the development of San Antonio. 3. List the missions located in San Antonio. 4. In a two page paper, explain the military importance of San Antonio during its early days. 5. Name the governors of San Antonio.	CONCEPT: When the Mexicans took over the control of Texas, they divided Texas into three districts. Each district was assigned to an alcalde. His most important task was to maintain law and order. Today this job is the responsibility of the local police. OBJECTIVE: The student should be able to list five duties and responsibilities of a policeman. Examples: patrol streets, investigate crimes etc.	POLICEMAN: 1. In a small community, policemen handle many police duties. In large police departments, policemen are usually assigned to a specific duty. 2. Usually a high school diploma is required for this job. Local civil service regulations generally govern the appointments of policemen. Emphasis is placed on post-high school training and courses taken in sociology, psychology, minority relations, and law enforcement. 3. In 1970, entrance salaries averaged $8,500. 4. In 1970, there were 330,000 full-time policemen and policewomen in local police departments. The employment outlook in this field is very favorable through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students make scale models of the missions in San Antonio. 2. Have the students draw a mural of life in early San Antonio. 3. Have the students prepare a bulletin board display of the missions in San Antonio. CAREER: 1. Ask a local police officer to speak to the class about his job.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- G-53 The Mission Era 2. San Antonio Public Library: 16mm film- Spanish Influence in the United States 3. Education Service Center, Region 20: 16mm film- 8825 Missions of the Southwest CAREER: 1. Harlandale Audio-Visual Center: filmstrip- T-82 Police and Police Protection cassette tape- Cas.T.-29 Policeman 2. San Antonio Public Library: 16mm film- The Policeman and His Job 3. Harlandale Occupational Orientation Office tape- Your Future as a Policeman and Policewoman 4. School Counselor or Librarian: SRA Occupational Briefs # 54 and # 107 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
TEXAS INDEPENDENCE - Leaders - Conventions for independence - Battles - Constitution - Government - Presidents - Early statehood	The student should be able to perform the following activities: 1. Write a one page biography of Stephen F. Austin. 2. In two or three pages, discuss the importance of the San Felipe Convention. 3. List at least eight states from the Union which supplied volunteers to fight for Texas independence. 4. Briefly explain what Texas planned to do after it gained its independence from Mexico.	CONCEPT: One problem facing Texas at this time was financing the revolution. The political leaders contemplated a loan, but were concerned with the high rate of interest that would have to be paid. Today banks have loan officers to discuss and arrange such transactions. OBJECTIVE: The student should be able to name four areas of knowledge necessary for a loan officer. Examples: economics, public relations, etc.	LOAN OFFICER: 1. The loan officer examines and reviews loan applicants and analyzes potential loan markets in the community. 2. The position as a bank loan officer does not always require a college degree. Some may be filled by management trainees or by promoting clerical employees. 3. In 1969, beginning executive trainees with a college degree made from $580 to $750 a month. 4. Some careers in lending include an installment loan officer, commercial loan officer, credit department loan officer, real estate mortgage loan officer, and agriculture loan officer.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS

CURRICULUM:

1. Have students research the life of both Lamar and Houston and in a class discussion compare their ideas about the state of Texas.

2. On a poster board, have students reconstruct the Battle of San Jacinto and to explain the battle.

3. Have students re-enact the Fourth Convention, March 1, 1836, where the Texans declared their independence and selected the "Old Interum" government.

4. Have the students prepare a bulletin board display of the leaders in the fight for Texas independence.

CAREER:

1. Arrange to have a loan officer from a local bank speak to the class about his job.

CURRICULUM:

1. Harlandale Audio-Visual Center:

filmstrips-
G-55 Texans Under the Mexican Flag
G-56 The Texas Revolution
M-94 Texas Wins Its Independence
G-92 The Alamo/ with PR-302
G-93 Sam Houston/ with PR-303
G-94 James Bowie/ with PR-304
F-1 Sam Houston
M-95 From Independence to Statehood
G-95 Tour of the Texas State Capitol/ with PR-305
G-57 The Republic of Texas 1836-1846
F-98 Toward Statehood
J-31 Texas
Mi-76 Texan and the Mexican War
J-71 Florida and Texas Story
F-97 Covered Wagon Days
G-58 Early Statehood 1845-1861

record-
PR-543 The Alamo Soundtrack

CAREER:

1. School Counselor or Librarian:

SRA Occupational Brief # 46
Dictionary of Occupational Titles
Occupational Outlook Handbook

2. Harlandale Audio-Visual Center:

cassette tape-
Cas.T.-40 Banker

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CIVIL WAR ERA - Anti-Bellum - Seccession - Confederacy - Battles - Reconstruction - Cattle industry	The student should be able to perform the following activities: 1. In two or three paragraphs discuss what is meant by "Anti-Bellum." 2. List four reasons why Texas succeeded. 3. List three battles of the Civil War which occurred in Texas and the results of those battles. 4. Discuss the plan by radical republicans to split Texas into two states.	CONCEPT: Texans played an important part in the Confederacy. One such Texan was John H. Reagan who become postmaster-general for the Confederacy. The core of this communication lifeline is the postal service workers. OBJECTIVE: The students should be able to discuss and explain the importance of the postal service as a form of communication.	POSTAL SERVICE WORKERS: 1. The mailman and the postal clerk are the two most familiar postal service positions. 2. In 1971, there were more than 730,000 postal service workers. Of this number, 19% were women. 3. Applicants for postal service jobs must be eighteen years of age, be a citizen of the United States, and pass a Civil Service examination. 4. The outlook for job opportunities in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student present a report on Galveston before the Civil War. 2. Have a student research the results of the last battle of the Civil War, the Battle of Palmito. 3. Have a student prepare a chart on the restrictions imposed on Texans during the reconstruction era. 4. Prepare a bulletin board display comparing the problems of other southern states to those of Texas. CAREER: 1. Arrange to have a postman or postal clerk speak to the class about his job.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-96 Civil War and Reconstruction J-49 Causes of the Civil War G-59 The Civil War Era in Texas J-50 Reconstruction Period magnetic tape- Mag.T.-127 Stories and Songs of the Civil War 2. Appendix in this guide: Ordinance of Secession - State of Texas Declaration of Causes for Texas Secession CAREER: 1. Harlandale Audio-Visual Center: filmstrip- T-84 The Post Office and Postal Workers 2. Harlandale Occupational Orientation Office: tape- Your Future in the Postal Service 3. School Counselor or Librarian: SRA Occupational Brief # 18 and # 263 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
COMMERCIALIZATION - Settling the West - Agriculture - Organized labor - Urbanization	The student should be able to perform the following activities: 1. In two or three paragraphs, explain the differences and describe the areas of both the cattlemans' frontier and the farmers' frontier. 2. In a one page paper, discuss the labor movement in Texas from 1890 to 1910. 3. List four reasons for urban growth from 1890 to 1910. 4. Briefly discuss the problems Texas had because of the development of a market place economy.	CONCEPT: The oil industry was a major contribution to the commercial revolution in Texas. In the search for oil the rotary drilling crew is a prime importance. OBJECTIVE: The student should be able to name the positions on a typical rotary drilling crew.	ROTARY DRILLING CREW: 1. Typically a rotary drilling crew consists of a driller and four or five helpers. The rotary driller operates the machinery to control speed and pressure. The derrickman is second in charge. Other members are the rotary helper, engineman, the tool pusher or chiefdriller, and the roustabout. 2. These workers usually begin as helpers and then advance to one of the specialized jobs. A high school or vocational school education is usually required. 3. In 1970, the average earnings of nonsupervisory positions was about $153.87 weekly or $3.57 per hour. 4. The employment outlook in this field is very good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a chart, have the students compare the production of cotton from 1870 to 1880 to the production from 1880 to 1890. 2. Have students do research and then give reports on the importance of the United Mine Workers in Texas at mid-century. 3. Have students give the percentage of the Texas population that lived in the cities in comparison to those who lived in the rural areas in each of the following years. 1870 and 1900. Discuss the differences in class. CAREER: 1. Arrange to have a member of a rotary drilling crew speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- F-96 Trail Blazers and Indians F-99 Homesteaders and Outlaws G-100 Judge Roy Bean/ with PR-310 M-98 The Story of Industry in Texas G-60 Recovery and Advance in Texas, 1874-1900 record- PR-315 Songs of Texas PR-207 J. Frank Dobie 16mm film- 16-634 Stagecoach Westward CAREER: 1. San Antonio Public Library: 16mm films- Map of an Empire Barrel No. 1 Spindletop 2. Education Service Center, Region 20: 16mm film- 8946 Roughnecks 3. School Counselor or Librarian: SRA Occupational Brief # 195 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
REFORM ERA - James Hogg - Railroad regulation - Populism - Colonel House - Conservative reaction - Revival	The student should be able to perform the following activities: 1. Write a one page biography of Governor James Hogg. 2. In two or three paragraphs, discuss the reforms of Jim Hogg against railroads and insurance companies. 3. List five reforms supported by the populists in Texas. 4. In a one page paper, discuss the method used by Edward House to elect Joseph Sayers and Samuel Lanhan	CONCEPT: James Hogg, like so many other politicians, was a lawyer. OBJECTIVE: The student should be able to name and explain at least five areas of specialization in law.	LAWYER: 1. It is the responsibility of a lawyer to advise and represent clients in courts of law. 2. An individual must be admitted to the bar before he can practice law in the courts of a state. The prerequisite to the bar exam is usually at least three years of college plus graduation from law school. 3. Beginning lawyers usually make around $9,000. With experience and success, some make as much as $35,000 +. 4. There were 280,000 lawyers employed in 1970. Three-fourths of these were in private practice. The outlook is good in this profession through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research and present to the class abuses of the railroads before the establishment of the Railroad Commission. 2. Have students find some of Jim Hogg's speeches. Have them read some in class and discuss the reaction of ladies that would have been listening to his remarks. 3. Have a student give a report on the importance of the "Full Rendition Law" passed in 1907. CAREER: 1. Have an attorney speak to the class on responsibilities and opportunities in the law profession.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips- G-61 Texas in the Early Twentieth Century H-5 Then and Now in Texas CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-47 Lawyer 2. School Counselor or Librarian: SRA Occupational Brief # 9 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: American Bar Association 1155 East 60th Street Chicago, Illinois 60637	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PROHIBITION ERA - Oscar Colquitt - Anti-Saloon League - Texas Brewer's Association - Local Option - James Ferguson - Impeachment	The student should be able to perform the following activities: 1. Briefly discuss the battles between the Texas Brewer's Association over prohibition. 2. List four significant events of the Colquitt administration. 3. Write a one page biography on the public life of James Ferguson. 4. In two or three paragraphs, describe the relationship between the decline of the railroads and the extension and improvement of the highway system.	CONCEPT: The tenant farmers supported James Ferguson for governor. OBJECTIVE: The student should be able to name at least five major types of vegetables grown in the United States.	FARMERS, VEGETABLE: 1. Vegetable farmers raise vegetables for wholesale marketing and processing. They prepare the soil, plant the seed or young plants, fertilize and cultivate the soil, spray and irrigate the crops, etc. 2. At least a high school education is recommended. 3. In work such as this, earnings vary so much that it is very difficult to make a meaningful estimate. 4. Today, the trend is toward larger and larger farms. The outlook is fairly good for those who have prepared.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research and report on the activities of the Anti-Saloon League in Texas. 2. Have a group of students pretend to be reporting the impeachment trial of Gov. Ferguson in July 1917. 3. Have students report on the views of both Ferguson and Hobby in regards to prohibition. CAREER: 1. Ask a vegetable farmer to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 48 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Vegetable Growers Association of America 1616 H Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ORLD WAR I AND HE TWENTIES - War supplies - Rationing - William P. Hobby - Business - Industry - "New Democracy" - Ku Klux Klan - Pardons - Education	The student should be able to perform the following activities: 1. Outline the role Texas and Texans played in World War I. 2. In two or three paragraphs, discuss the importance of the Zimmerman Note to Texas. 3. Briefly discuss the role the Ku Klux Klan played in Texas politics in the twenties. 4. In a one page paper, discuss the effects of Wagstaff's Law on rural schools in Texas.	CONCEPT: A committee on public information was organized to gain support for the war effort through lectures, pamphlets, press releases, etc. Today businesses have public relations workers to perform the same type of work. OBJECTIVE: The student should be able to name at least four ways the public relations worker performs his duties.	PUBLIC RELATIONS WORKERS: 1. Public relations workers plan and prepare activities and communications to promote public opinion favorable to the employer or client. 2. Most employers require a college degree. It is preferable that the major be in public relations, journalism, liberal arts, or business. 3. The salaries range from $6,000 to $25,000 + yearly. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research and present a report on the views of Gov. William P. Hobby and compare those views with those of the present Lt. Gov. William Hobby. 2. Have students ask their parents to describe the type of school houses their parents of grandparents attended. 3. Have students research the type of people who were granted pardons under the Governorship of Mirian Ferguson. CAREER: 1. Ask a public relations worker to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 77 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Public Relations Society of America, Inc. 845 Third Avenue New York, New York 10022 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T.-292 Public Relations Workers	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE DEPRESSION - Politics - Unemployment - Social Security - Agriculture - Old Age Pension - National politicians	The student should be able to perform the following activities: 1. Briefly explain how the campaign of 1930 sustains the exaggerated idea that Texas choses its governors by "lottery." 2. List four ways in which the depression affected Texas. 3. In a one page paper, describe some of the New Deal programs which we can see today.	CONCEPT: Part of the New Deal was the WPA which provided work for desolate musicians, as well as others in the fine arts area. OBJECTIVE: The student should be able to name at least three personal attributes needed by musicians.	MUSICIANS: 1. Most of the work of musicians is in the evenings - concert performances for symphony players, evening shows for popular performers. The day may be spent in recording sessions. 2. The more specialized training one can take the better it is. 3. Salaries in this area vary greatly. Earnings depend on experience, ability, length of service, etc. 4. A career in this area is sometimes insecure and is highly competative.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS

CURRICULUM:

1. Have a student report to the class on how the drought of the 1930's completed the work of the Depression on Texas agriculture.

2. Have students discuss what it would be like to be without a job for three years.

3. Have students find figures on the crime rate in Texas during the Depression. Have them compare the figures to other times in history.

CAREER:

1. Ask a musician to speak to the class about his work.

CURRICULUM:

1. Education Service Center, Region 20:

   16mm films-
   2376 The Bank Holiday Crisis of 1933
   2099 Life in the Thirties, part I

2. San Antonio Public Library:

   16mm film-
   1932, The Year of Change

3. Harlandale Audio-Visual Center:

   filmstrips-
   M-41 The Great Depression and the New Deal
   G-96 John Nance Garner

CAREER:

1. School Counselor or Librarian:

   SRA Occupational Brief # 133
   Dictionary of Occupational Titles
   Occupational Outlook Handbook

2. Write to:

   National Music Council
   2109 Broadway
   New York, New York 10023

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MANUFACTURING - Texas Manufacturing Association - Gains after the 40's - Lumbering - Cattle feeding - Chemicals	The student should be able to perform the following activities: 1. List four organizations formed after the turn of the century to stimulate the growth of manufacturing. 2. In a one page paper, discuss the rise of the lumber industry at this time and its related industry, paper manufacturing. 3. Briefly describe the importance of the feed-lot in the cattle industry.	CONCEPT: The manufacturing of chemicals provides a variety of job opportunities. OBJECTIVE: The student should be able to list two job responsibilities of chemical engineers. Example: design equipment, etc.	CHEMICAL ENGINEER: 1. Chemical engineers apply principles of chemistry and engineering to production and processing operations. 2. A bachelor's degree is essential for positions in this field. 3. The starting salary for chemical engineers is around $7,800. Some may earn as much as $20,000 +. 4. The career opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a chart, plot the growth of business activities in Texas for the period 1940 to 1955. 2. Have the students research and report on the rise of the chemical industry in Texas after the depression. 3. Have the students prepare a bulletin board display of manufacturing in Texas. CAREER: 1. Arrange to have a chemical engineer speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 1 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Institute of Chemical Engineers 345 East 47th Street New York, New York 10017 3. Harlandale Audio-Visual Center: magnetic tapes- Mag.T.-295 Engineering Mag.T.-312 Engineering Science	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NATURAL RESOURCES AND COMMUNICATIONS - Oil production - East Texas fields - Other resources - Telephone - Telegraph - Electrical power	The student should be able to perform the following activities: 1. List five products which are produced from crude oil. 2. In a one page paper, have students discuss the success of oil and the businesses associated in the oil industry in the state of Texas. 3. In two or three paragraphs, discuss the importance of the sulfur industry in Texas. 4. Briefly explain the importance of the Rural Electrification in Texas.	CONCEPT: The Rural Electrification Administration (REA) was established to bring low-cost electricity to farm families. This provided employment opportunities for linemen. OBJECTIVE: The student should be able to name at least two special qualifications needed by a lineman. Example: agility, etc.	LINEMEN: 1. Linemen install, maintain, and repair telephone and power cables. Some use power-driven hole-digging equipment, erect poles, and climb poles to attach or repair cables. 2. Usually high school or vocational school is a minimum requirement. 3. Telephone linemen average about $3.00 an hour and light and power linemen average about $3.53 an hour. 4. Job opportunities are expected to increase slightly. There is much competition for openings since the job appeals to many people.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. On a chart, compare the relative position of oil as a source of income to that of manufacturing and farm production in the 1930's and 1950's 2. Have the students compare the population figures of West Texas towns search as San Angelo, Lubbock, Midland and Odessa between 1920 and 1930. What caused the large population increase? 3. Have the students research and present to the class for discussion the details surrounding the problems of natural gas shortages. CAREER: 1. Ask a lineman to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 28 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: International Brotherhood of Electrical Workers 1200 Fifteenth Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
TRANSPORTATION AND MILITARY - Railroad construction - Railroad commission - Highway system - Texas ports - Aviation - Military	The student should be able to perform the following activities: 1. Briefly discuss the importance of railroad construction in the Rio Grande Valley. 2. Outline the five steps in the legislative history of the Texas highway system. 3. In a one page paper, explain the stimulus to commerce during the twentieth century by the system of deep-water ports.	CONCEPT: Careers in the Armed Forces offer many job opportunities. OBJECTIVE: The student should be able to name at least ten job opportunities in the Armed Forces.	ARMED FORCES: 1. The United States Armed Forces is composed of the Army, Navy, Marine Corps, Air Force, and Coast Guard. 2. The Armed Forces often provides young people with training and experience very suitable for a civilian career. 3. Pay rates are identical for comparable ranks in all branches of the Armed Forces.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a bulletin board which has an outline of a map of Texas and have them locate important Texas military installations. 2. Have a student research and present to the class a report on the project to bring the sea to the city of Houston. 3. Have the students prepare a chart on the total amount of money used by Texas on its highway system, compared to the annual budget. CAREER: 1. Ask a representative from the Armed Forces to speak to the class about opportunities in the Armed Forces.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 161 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: cassette tape- Cas.T. Military Personnel	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
WORLD WAR II - Public Affairs - Contributions - Rationing - Politics - Smith versus Allwright - Democratic split	The student should be able to perform the following activities: 1. In a one page paper, discuss the importance of Governor Stevenson's program for Texas' part in the war effort. 2. Briefly discuss the effect of the war on the industry of Texas and on women in the state. 3. In a two page paper, discuss why World War II was able to speed the processes of diversification, urbanization and industrialization in Texas. 4. In one or two paragraphs, explain the importance of Smith versus Allwright.	CONCEPT: When the natural rubber supply from Southeast Asia was cut off from the United States, scientists developed synthetic rubber. The rubber industry is an important industry. OBJECTIVE: The student should be able to name at least three important uses of rubber in the United States today. Examples: tires, conveyor belts, etc.	RUBBER INDUSTRY WORKERS: 1. Some of the production workers involved in the manufacture of rubber products are plasticizing-machine operators, pressmen, assemblers, hard and machine trimmers, packers, inspectors, etc. 2. Workers with at least a high school education are preferred by most rubber companies. 3. The salaries in 1966 ranged from about $2.64 to $3.76 an hour. 4. The job opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research and give a report on "Pappy" O'Daniel. 2. Have a student give a report on the decorated Texans in World War II. 3. Have a student research and report to the class on the Pecan Workers Strike of 1938. 4. Have the students make collages of activities in Texas during World War II. CAREER: 1. If possible, arrange to have a rubber industry worker speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- America at War, 1941-1945 2. Harlandale Audio-Visual Center: record- PR-592 Caedmon Record Education Sampler, side 1 - FDR Reading his Declaration of War 16mm films- 16-414 FDR, Third Term to Pearl Harbor 16-494 World War II, 1942-1945 filmstrip- M-43 America in World War II 3. Education Service Center, Region 20: 16mm film- 8891 Failure of American Neutrality, 33-39 CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 129 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POST WAR POLITICS - Beauford Jester - Senator Johnson - Social Legislation - Prison reform - Allan Shivers	The student should be able to perform the following activities: 1. Briefly discuss the origins of the "liberal-conservative" feud which still dominates Texas political battles. 2. In a one page paper, discuss how the Texas public changed in attitude toward national politics during the Jester administration. 3. In two or three paragraphs, discuss the 1948 United States senatorial race between Johnson and Stevenson. 4. In a one page paper, discuss how the national issues between 1948 and	CONCEPT: Probation and parole workers are an important part of prison reform. OBJECTIVE: The student should be able to name some special qualities needed by probation and parole workers.	PROBATION AND PAROLE WORKERS: 1. Probation and parole workers assist probationers, parolees, and juvenile offenders in readjustment to society. 2. A bachelor's degree in a social science is required. 3. Salaries range from $6,000 to $25,000. 4. The job opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student do a political profile on Allan Shivers. 2. Have a student research and report on the contribution of the Confederate Veteran's Pension Tax to the construction of state colleges. 3. Have students draw political cartoons of the United States Senate race of 1948. CAREER: 1. Ask a probation or parole worker to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 289 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Correctional Association P.O. Box 10176, Woodridge Station Washington, D.C. 20018	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
OLITICS IN THE 0's - Taxation - Omnibus Bill - Tidelands issue - Texans for "Ike" - Corrupt practices - Senator Yarborough	The student should be able to perform the following activities: 1. In two or three paragraphs, discuss the taxation under the Shivers administration. 2. Briefly discuss why the Omnibus Bill was descared unconstitutional. 3. In a one page paper, discuss how the tidelands issue helped the election of Eisenhower. 4. List four corrupt practices of insurance companies in the 1950's.	CONCEPT: Many Texans supported and worked for the election of Dwight Eisenhower. OBJECTIVE: The student should be able to list several jobs of political workers.	POLITICAL WORKERS: 1. Political workers hold a variety of jobs: election clerks, election judges, clerical workers, public relations people, advertising men, speech writers, etc. 2. The more education one has the better off he is when applying for these jobs. 3. Salaries vary greatly: usually $7,000 to $40,000 yearly. 4. The competition is great in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students do research on the restriction placed on lobbyists in Texas. 2. Have the students discuss the relative importance of the tidelands to oil production. 3. Have a student write the Texas Insurance Agency in Austin for a report on how insurance agencies are controlled in Texas. CAREER: 1. Ask a political worker to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 168 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Republican National Committee 1625 Eye Street, N.W. Washington, D.C. 20006 Democratic National Committee 2600 Virginia Avenue, N.W. Washington, D.C. 20037	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POLITICS IN THE 60's - Price Daniel - Democratic split - Republican gains - John Connally - President Johnson	The student should be able to perform the following activities: 1. Briefly evaluate Price Daniel's programs while governor. 2. In a two page paper, discuss why Texas "liberals" generally have been less successful at the polls than Texas "conservatives." 3. List four accomplishments of the Connally administration. 4. In two or three paragraphs, evaluate the election of 1964. Why did Johnson overwhelmingly defeat Goldwater?	CONCEPT: President Lyndon B. Johnson, a Texan, is credited with much important domestic legislation during his presidency. One of these was the Meat Inspection Act of 1967. OBJECTIVE: The student should be able to compare in a two page paper the meat-packing industry of 1900 to the meat-packing industry today.	MEAT-PACKING WORKERS: 1. Meat-packing workers perform a variety of jobs: slaughter live animals, divide carcasses into usable parts, skin and dehair hogs, remove cattle hides, remove the viscera, chill the meat for twenty-four to forty-eight hours, cut the meat into commercial cuts, cure certain cuts of meat, make sausage, inspect the finished product, ship meat to marketplace, etc. 2. Most employers give job preference to high school graduates. Trade school in meat-packing processes is helpful. 3. The average hourly wage is around $3.38. 4. Job opportunities in this field are fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student report to the class on the significance of the Chamisal settlement with regard to international boundaries. 2. Have a student research and report to the circumstances that brought President Kennedy to Texas in the Autumn of 1963. 3. Have students make a collage representing the various social programs enacted during the Johnson's administration. CAREER: 1. Ask a meat-packing worker to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 106 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Institute of Meat-Packing 188 West Randolph Street Chicago, Illinois 60601	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POLITICS IN THE 70's - Preston Smith - Sharpstown - LaRaza Unida - Dolph Briscoe	The student should be able to perform the following activities: 1. Briefly discuss the accomplishments of the Preston Smith's administration. 2. In a one page paper, explain what is meant by the "Sharpstown Scandal." 3. In two or three paragraphs, discuss the importance of La Raza Unida party and its leaders.	CONCEPT: The Sharpstown Bank Scandal was not good for Texas. OBJECTIVE: The student should be able to name at least three areas of specialization for bank workers.	BANK WORKERS: 1. There are numerous bank workers: tellers, transit clerks, proof machine operators, bookkeeping machine operators, statement clerks, electronic reader-sorter operators, check inscriber or encoders, keypunch operators, tabulating machine operators, sorting machine operators, file-clerks, clerk-typists, stenographers, secretaries, bank officers, etc. 2. At least a high school education is usually required for positions in this field. Salaries are very good, as well as the benefits offered. 3. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw cartoons which might have appeared during the exposure of the "Sharpstown Scandal." 2. Have the students present a panel discussion on the three major political parties in Texas today. 3. Have students do a political profile on Ben Barnes. Discuss why he was forced out of politics at such a young age. CAREER: 1. Ask a banker to speak to the class about the various jobs available at a bank.	CURRICULUM: CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-40 Banker 2. School Counselor or Librarian: SRA Occupational Brief # 11 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONSERVATION - Soil - Timber - Water - Oil - Gas	The student should be able to perform the following activities: 1. List four methods by which farmers are able to conserve water. 2. Indicate on a map of Texas the areas which receive the greatest amount of rainfall in the state. 3. In a one page paper, discuss what was done to conserve timber in Texas from 1913 to 1955. 4. Briefly discuss the importance of the Railroad Commission in the area of gas and oil conservation.	CONCEPT: Today, public lands are managed through Bureau of Land Management-workers of the Department of the Interior. OBJECTIVE: The student should be able to list four areas of land management. Examples: range resources, forest resources, mineral resources, soil, water, etc.	BUREAU OF LAND MANAGEMENT WORKERS: 1. Bureau of Land Management workers assure that the public lands and their resources are used and managed to the greatest benefit, both locally and nationally. There are career opportunities for range conservationists, foresters, realty specialists, natural resource specialists, civil engineers, agricultural engineers, mining engineers, recreation specialists, surveyors, etc. 2. Jobs in this bureau are mostly civil service positions. Beginners usually start at a GS-5 or GS-7 level. 3. Opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the student research the leadership of the federal government in its effort to conserve gas and oil in Texas. 2. Have students research and report to the class on the impounding of Texas water by the Water Department Board of Texas. 3. On a map of Texas, have the students draw in as many man-made lakes as possible and to explain their creation. CAREER: 1. If possible, arrange for an employee of the Bureau of Land Management to speak to the class.	CURRICULUM: CAREER: 1. Write to: Placement Officer Bureau of Land Management Interior Building Washington, D.C. 20240 Field Personnel Officer Bureau of Land Management Building 50 Denver Federal Building Denver, Colorado 80225	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
URBANIZATION - City growth - Housing - Urban Renewal - EODC - Pollution - Clear Air Act - Public Service	The student should be able to perform the following activities: 1. Indicate on a map of Texas the 23 metropolitan areas of Texas. 2. In a one page paper, discuss what the process of urbanization and industrialization is based upon in Texas. 3. Briefly discuss how the Urban Renewal Agency is instrumental in improving housing in large cities.	CONCEPT: In 1966 the Clean Rivers Restoration Act was passed to provide funds for sewage treatment plants. Today there are good opportunities for sewage plant operators. OBJECTIVE: The student should be able to name at least two job responsibilities of sewage plant operators.	SEWAGE PLANT OPERATOR: 1. Sewage plant operators perform a number of tasks: reading meters and gages, compiling log sheets, operating screening devices, making minor repairs on equipment, sampling wastewater, etc. 2. Employers usually prefer applicants who have a high school diploma. Extensive on-the-job training programs are conducted by the employers. 3. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research and report to the class on how urbanization has caused rural areas in Texas to be over-represented in the legislature. 2. Have a panel discuss on President Nixon's revenue sharing program and have students speculate how this program will or will not help the state, and especially large cities. 3. Have students make a chart comparing the personal income of Texans in 1960 to that of 1966. How does this compare nationally? CAREER: 1. Ask a sewage plant operator to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Water Pollution Control Federation 3900 Wisconsin Avenue, N.W. Washington, D.C. 20016	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RACE RELATIONS - Negros - Segregation - Court decisions - Mexican Americans - Migrant workers - Paso - LuLac - Chicano movement	The student should be able to perform the following activities: 1. In a one page paper, discuss how Supreme Court decisions have effected the education of Negroes in the state. 2. In two or three paragraphs, discuss what is meant by migrant worker and why children suffer from this type of life. 3. Briefly discuss the cultural and educational importance of the LULAC organization. 4. List four objectives of the Mexican-American political movement.	CONCEPT: In recent years, the courts' rulings have greatly changed the idea of segregation. OBJECTIVE: The student should be able to list at least three types of judges. Examples: County Judge, Supreme Court Justice, etc.	JUDGES: 1. It is the responsibility of the judge to apply the law, once the facts of a case have become evident. 2. Federal judges are appointed by the President of the United States, subject to confirmation by the Senate. In some states, the judges are appointed by the governor; in others by the state legislature; in the majority of the states they are elected by the people. 3. All federal and most state judges are chosen from the ranks of the legal profession. 4. Salaries range from as low as $16,000 for some state trial court judges to $62,500 for the Chief Justice of the Supreme Court.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students research and report on the efforts of the Mexican-American Farm Workers to organize in the Rio Grande Valley. 2. Have a class discussion on the discrimination of Labor Unions against Negroes and Mexican-Americans. 3. Have students research and report to the class on the importance of the "braceros" to the American businessman. CAREER: 1. Ask a judge to speak to the class about his profession.	CURRICULUM: CAREER: 1. Harlandale Audio-Visual Center: filmstrip M-3 The Federal Courts T-92 Justice Thurgood Marshal 2. School Counselor or Librarian: SRA Occupational Brief # 395 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: North American Judges Association 1401 Pennsylvania Avenue, N.W. Washington, D.C. 20004	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EDUCATION - Background - Public Schools - Gilmen-Aiken programs - Hi-her education - Churches	The student should be able to perform the following activities: 1. In a one page paper, discuss the importance of the advaloren tax on the financing of schools in the state. 2. List five provisions of the Gilmer-Aiken Laws. 3. Briefly discuss the effect of the G.I. Bill of Rights on the growth of Texas colleges and universities. 4. In two or three paragraphs explain the role of religious denominational schools in Texas.	CONCEPT: Texas has many state supported colleges and universities. OBJECTIVE: The student should be able to name three special qualifications for college teachers. Examples: openess to new ideas, intelligence, etc.	COLLEGE TEACHER: 1. College teachers specialize in one particular curriculum area. They instruct their students through the use of lectures, discussions, and laboratory work. They must keep well informed in their particular field, engage in research, and write articles and books. 2. A graduate degree is necessary for most starting positions. A Ph.D. is preferred. 3. The salaries in 1969 ranged from about $6,330 to $28,490. 4. Because college enrollment is increasing, the demand for college teachers is fairly constant.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research the political career of Senator A. M. Aiken of Paris and present his report to the class. 2. Have a student visit a junior college and report to the class on how a union junior college is maintained. 3. Have students make a survey and then on a chart point out which religious denomination in Texas has the most members. CAREER: 1. Ask a college teacher to speak to the class about his profession.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 183 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association of University Professors 1 Dupont Circle Washington, D.C. 20036 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-39 Professor	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EXAS LITERATURE - Background - Before 1860 - Twentieth Century - Fiction - History - Poetry	The student should be able to perform the following activities: 1. In a one page paper, discuss the type of writing that dominated Texas literature before the 20th century. 2. List four types of subjects which appeared in Texas literature in the 20th century. 3. Write a one page biographical sketch of J. Frank Dobie. 4. Name five famous poets of Texas and one each of their writings.	CONCEPT: Writers are important to the accumulation of historical knowledge. OBJECTIVE: The student should be able to list four areas of knowledge and ability in which a writer should be proficient. Examples: grammar, spelling, sentence structure, etc.	FREE-LANCE WRITER: 1. A general educational background is an asset to any writer. A good knowledge of grammar, spelling and typing are almost essential. 2. The earnings for free-lance writing are uncertain. 3. There are approximately 30,000 professional free-lance writers in the United States. The competition in this field is very keen.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have a student research the career of William Prescott Webb and his contribution to history. 2. Have students read to the class portions of Mrs. Mary Austin Holley's descriptions of Texas. 3. As a class project, have students speculate as to the reasons for the origin of the sterotype Texan as protrayed by movies and television. CAREER: 1. Arrange to have a published writer speak to the class about his work.	CURRICULUM: CAREER: 1. Education Service Center, Region 20: 16mm film- 2351 The Story of a Writer 2. School Counselor or Librarian: SRA Occupational Brief # 275 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE ARTS - Theater - Architecture - Motion pictures - Art - Music	The student should be able to perform the following activities: 1. In two or three paragraphs, describe the community theater movement in Texas. 2. Briefly discuss the contribution of Pedro Huizar to the native art of Texas. 3. List three famous blues and rock singers that have come from Texas and describe their styles of singing. 4. Indicate on a map where the great museums of Texas are located.	CONCEPT: The most decorated soldier of World War II, Audie Murphy of Texas, later became an actor. OBJECTIVE: The student should be able to list three major problems faced by an individual who is trying to become a "star." Example: competition, etc.	ACTOR AND ACTRESS: 1. Actors and actresses work primarily in three media: the stage, motion pictures, and television. 2. The biggest requirement in this field is talent. Some professional schools offer degrees in fine arts. Such training is most helpful. 3. The income in this field varies greatly. In 1967, the minimum salary scale was as follows: $130 weekly for principals and chorus in the New York theater, $100 daily for motion picture actors and actresses, and $165 per half-hour performance plus ten rehearsals for television actors and actresses.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have students research and report on the importance of Paul Baker to development of the theater in Texas. 2. Have students attend a folk-festival and report to the class on their experiences. 3. In the Institute of Texan Cultures there is a broad display of Texan cultures. Have each student select and give a brief report. CAREER: 1. Ask an actor or actress to visit the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips- M-96 Civil War and Reconstruction J-50 Reconstruction Period CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-27 Actor 2. School Counselor or Librarian: SRA Occupational Brief # 62 Dictionary of Occupational Titles Occupational Outlook Handbook	

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APPENDIX

SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or opaque projections
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television Programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

TEXAS STATE GOVERNMENT

"The powers of the government of the State of Texas shall be divided into three distinct departments, each of which shall be confined to a separate body of magistracy, to wit: Those which are legislative to one, those which are executive to another, and those which are judicial to another;..."
--Article II, Section 1, Texas State Constitution

EXECUTIVE

Governor

Lieutenant Governor

Attorney General

Comptroller of Public Accounts

Secretary of State

Treasurer

Commissioner of the General Land Office

LEGISLATIVE

Senate

House of Representatives

JUDICIAL

Supreme Court

Court of Criminal Appeals

Courts of Civil Appeals

District Courts

THE CAPITALS OF TEXAS

Under Spain administered from Coahuila, Monclova and Saltillo, alternately as a separate province, 1722-1824

Los Adaes	1722-1772
San Antonio	1772-1822

As part of Mexico - 1822-1835 as a state San Antonio 1822-1824 combined with Coahuila

Saltillo	1824-1833
Monclova	1833-1835

As the Republic of Texas 1835-1846

San Felipe de Austin	1835-1836
Washington-on-the-Brazos	1836
Harrisburg	1836
Galveston Island	1836
Velasco	1836
Columbia	1836-1837
Houston	1837-1840
Austin	1840-1842
Houston	1842
Washington-on-the-Brazos	1842-1844
Austin	1844-1846

As a state in the United States and in The Confederacy

Austin	1846-present

THE GOVERNORS AND PRESIDENTS OF TEXAS

Under Spain

Governors when Texas was administered from Coahuila

1691-1692	Domingo Teran de los Rios
1693-1716	Texas unoccupied
1716-1719	Martin de Alarcon
1719-1722	Marques de San Miguel de Aguayo

Governors when Texas was administered from Los Adaes and San Antonio

1722-1726	Fernando Perez de Almazan
1727-1730	Melchor de Mediavilla y Ascona
1730-	Juan Antonio Bustillo y Zevallos
1734-	Manuel de Sandoval
1736-1737	Carlos Benites Franquis de Lugo
1737-	Fernandez de Jauregui y Urrutia (governor of Nuevo Leon, governor extraordinary and visitador)
1737-1740	Prudencio de Orobio y Basterra (governor ad interim)
1741-1743	Tomas Felipe Wintuisen
1743-1744	Justo Boneo y Morales
1744-1748	Francisco Garcia Larios (governor ad interim)
1748-1750	Pedro del Barrio Junco y Espriella
1751-1759	Jacinto de Barrios y Jauregui.
1759-1766	Angel de Martos y Navarrete
1767-1770	Hugo Oconor (governor ad interim)
1770-1778	Baron de Ripperda
1778-1786	Domingo Cabello
1786	Bernardo Bonavia
1787-1788	Rafael Martinez Pacheco
1788-1790	The office of governor was ordered suppressed and the province put under a presidial captain.
1790-1799(?)	Manuel Munoz
1798(?)	Josef Irigoyen, apparently appointed but did not serve
1800(?)-1805	Juan Bautista de Elguezabal
1805-1810	Antonio Cordero y Bustamante
1811-1813	Manuel de Salcedo
1811	Juan Bautista de las Casas (revolutionary governor, January 22-March 2)
1814-1818	Cristobal Dominguez
1817-	Ignacio Perez and Manuel Pardo (governor ad interim)
1817-1822	Antonio Martinez

Under Mexico

Governors when Texas was a state of the Mexican Republic.

1822-1823	Jose Felix Trespalacios
1823(?)-1824	Juciano Garcia

Governors when Texas was a part of the state of Coahuila y Texas

1824-1826	Rafael Gonzales
1826-1827	Victor Blanco
1827-1830	Jose Maria Viesca
1830-1831	Ramon Eca y Musquiz
1831-1832	Jose Maria Letona
1832-1833	Juan Martin de Beramendi (Veramendi)
1833-1834	Juan Jose de Vidauri y Villasenor
1834-1835	Juan Jose Elguezabal
1835-	Jose Maria Cantu
1835-	Augustin Viesca
1835-	Marciel Barrego
1835-	Ramon Eca y Musquiz

While Texas was a Republic

Provisional Governors during the Texas Revolution

November 17, 1835-March 1, 1836	Henry Smith
January 11, 1836-March 1, 1836	James W. Robinson

Presidents of the Republic of Texas

March 17, 1836-October 22, 1836	David G. Burnet
October 22, 1836-December 10, 1838	Sam Houston
December 10, 1838-December 13, 1841	Mirabeau B. Lamar
December 13, 1841-December 9, 1844	Sam Houston
December 9, 1844-February 19, 1846	Anson Jones

Under the United States

February 19, 1846-December 21, 1847	J. Pinckney Henderson
December 21, 1847-December 21, 1849	George T. Wood
December 21, 1849-November 23, 1853	P. Hansborough Bell
November 23, 1853-December 21, 1853	J. W. Henderson
December 21, 1853-December 21, 1857	Elisha M. Pease
December 21, 1857-December 21, 1859	Hardin R. Runnels
December 21, 1859-March 16, 1861	Sam Houston.

Under the Confederacy

March 16, 1861-November 7, 1861	Edward Clark
November 7, 1861-November 5, 1863	Francis R. Lubbock
November 5, 1863-June 17- 1865	Pendleton Murrah

Under the United States

July 21, 1865-August 9, 1866	Andrew J. Hamilton (provisional)
August 9, 1866-August 8, 1867	James W. Throckmorton
August 8, 1867-September 30, 1869	Elisha M. Pease
January 8, 1870-January 15, 1874	Edmund J. Davis
January 15, 1874-December 1, 1876	Richard Coke
December 1, 1876-January 21, 1879	Richard B. Hubbard
January 21, 1879-January 16, 1883	Oran M. Roberts
January 16, 1883-January 18, 1887	John Ireland
January 18, 1887-January 20, 1891	Lawrence Sullivan Ross
January 20, 1891-January 15, 1895	James S. Hogg
January 15, 1895-January 17, 1899	Charles A. Culberson
January 17, 1899-January 20, 1903	Joseph D. Sayers
January 20, 1903-January 15, 1907	S. W. T. Lanham
January 15, 1907-January 19, 1911	Thomas M. Campbell
January 19, 1911-January 19, 1915	Oscar Branch Colquitt
January 19, 1915-August 25, 1917	James E. Ferguson
August 25, 1917-January 18, 1921	William P. Hobby
January 18, 1921-January 20, 1925	Pat M. Neff
January 20, 1925-January 17, 1927	Miriam A. Ferguson
January 17, 1927-January 20, 1931	Dan Moody
January 20, 1931-January 17, 1933	Ross S. Sterling
January 17, 1933-January 15, 1935	Miriam A. Ferguson
January 15, 1935-January 17, 1939	James V. Allred
January 17, 1939-August 4, 1941	W. Lee O'Daniel
August 4, 1941-January 21, 1947	Coke R. Stevenson
January 21, 1947-July 11, 1949	Beauford H. Jester (died)
July 11, 1949-January 15, 1957	Allan Shivers
January 15, 1957-January 15, 1963	Price Daniel
January 15, 1963-January 21, 1969	John B. Connally
January 21, 1969-January 21, 1973	Preston Smith
January 21, 1973-	Dolph Briscoe

THE TEXAS DECLARATION OF INDEPENDENCE

Adopted on March 2, 1836, at Washington-on-the-Brazos, by delegates elected by the people of Texas.

When a government has ceased to protect the lives, liberty, and property of the people from whom its legitimate powers are derived, and for the advancement of whose happiness it was instituted; and so far from being a guarantee for the enjoyment of those inestimable and inalienable rights, becomes an instrument in the hands of evil rulers for their oppression; When the Federal Republican Constitution of their country, which they have sworn to support, no longer has a substantial existence, and the whole nature of their government has been forcibly changed without their consent from a restricted federative republic, composed of sovereign states, to a consolidated central military despotism, in which every interest is disregarded but that of the army and the priesthood - both the eternal enemies of civil liberty and the ever-ready minions of power, and the usual instruments of tyrants; When, long after the spirit of the constitution has departed, moderation is at length so far lost by those in power that even the semblance of freedom is removed, and the forms, themselves, of the constitution discontinued; and so far from their petitions and remonstrances being regarded, the agents who bear them are thrown into dungeons, and mercenary armies sent forth to force a new government upon them at the point of the bayonet; When, in consequence of such acts of malfeasance and abdication on the part of the government, anarchy prevails, and civil society is dissolved into its original elements; in such a crisis, the first law of nature, the right of self-preservation - the inherent and inalienable right of the people to appeal to first principles and take their political affairs into their own hands in extreme cases - enjoins it as a right towards themselves and a sacred obligation to their posterity to abolish such government and create another in its stead, calculated to rescue them from impending dangers, and to secure their future welfare and happiness.

Nations, as well as individuals, are amenable for their acts to the public opinion of mankind. A statement of a part of our grievances is, therefore, submitted to an impartial world, in justification of the hazardous but unavoidable step now taken of severing our political connection with the Mexican people, and assuming an independent attitude among the nations of the earth.

The Mexican government, by its colonization laws, invited and induced the Anglo-American population of Texas to colonize its wilderness under the pledged faith of a written constitution, that they should continue to enjoy that constitutional liberty and republican government to which they had been habituated in the land of their birth, the United States of America. In this expectation they have been cruelly disappointed, inasmuch as the Mexican nation has acquiesced in the late changes made in the government by General Antonio Lopez de Santa Anna, who, having overturned the constitution of his country, now offers us the cruel alternative either to abandon our homes, acquired by so many privations, or submit to the most intolerable of all tyranny, the combined despotism of the sword and the priesthood.

It has sacrificed our welfare to the state of Coahuila, by which our interests have been continually depressed through a jealous and partial course of legislation carried on at a far distant seat of government, by a hostile majority, in an unknown tongue; and this, too, notwith-

standing we have petitioned in the humblest terms for the establishment of a separate state government, by a hostile majority, in an unknown tongue; and this, too, notwithstanding we have petitioned in the humblest terms for the establishment of a separate state government, and have, in accordance with the provisions of the national constitution, presented to the general Congress a republican constitution which was, without just cause, contemptuously rejected.

It incarcerated in a dungeon, for a long time, one of our citizens, for no other cause but a zealous endeavor to procure the acceptance of our constitution and the establishment of a state government.

It has failed and refused to secure, on a firm basis, the right of trial by jury, that palladium of civil liberty, and only safe guarantee for the life, liberty, and property of the citizen.

It has failed to establish any public system of education, although possessed of almost boundless resources (the public domain) and although it is an exiom in political science that unless a people are educated and enlightened it is idle to expect the continuance of civil liberty or the capacity for self-government.

It has suffered the military commandants, stationed among us, to exercise arbitrary acts of oppression and tyranny; thus trampling upon the most sacred rights of the citizen and rendering the military superior to the civil power.

It has dissolved, by force of arms, the state Congress of Coahuila and Texas, and obliged our representatives to fly for their lives from the seat of government; thus depriving us of the fundamental political right of representation.

It has demanded the surrender of a number of our citizens, and ordered military detachments to seize and carry them into the Interior for trial; in contempt of the civil authorities and in defiance of the laws and the constitution.

It has made piratical attacks upon our commerce, by commissioning foreign desperadoes and authorizing them to seize our vessels and convey the property of our citizens to far distant ports for confiscation.

It denies us the right of worshiping the Almighty according to the dictates of our own consciences, by the support of a national religion calculated to promote the temporal interests of its human functionaries rather than the glory of the true and living God.

It has demanded us to deliver up our arms, which are essential to our defence, and rightful property of freemen, and formidable only to tyrannical governments.

It has invaded our country, both by sea and by land, with intent to lay waste our territory and drive us from our homes; and now has a large mercenary army advancing to carry on against us a war of extermination.

It has, through its emisseries, incited the merciless savage, with the tomahowk and scalping knife, to massacre the inhabitants of our defenseless frontiers.

It hath been, during the whole time of our connection with it, the contemptible sport and victim of successive military revolutions, and hath continually exhibited every characteristic of a weak, corrupt, and tyrannical government.

These and other grievances were patiently borne by the people of Texas until they reached that point at which forbearance ceases to be a virtue. We then took up arms in defense of the national consitution. We appealed to our Mexican brethren for assistance. Our appeal has been made in vain. Though months have elapsed, no sympathetic response has yet been heard from the

Interior. We are, therefore, forced to the melancholy conclusion that the Mexican people have acquiesced in the destruction of their liberty, and the substitution therefor of a military government - that they are unfit to be free and incapable of self-government.

The necessity of self-preservation, therefore, now decrees our eternal political separation.

We, therefore, the delegates, with plenary powers, of the people of Texas, in solemn convention assembled, appealing to a candid world for the necessities of our condition, do hereby resolve and declare that our political connection with the Mexican nation has forever ended; and that the people of Texas do now constitute a free, sovereign, and independent republic, and are fully envested with all the rights and attributes which properly belong to independent nations; and, conscious of the rectitude of our intentions, we fearlessly and confidently commit the issue to the decision of the Supreme Arbiter of the destinies of nations.

RICHARD ELLIS, President
CHARLES B. STEWART
THOS. BARNETT
JOHN S. D. BYROM
FRANCO. RUIZ
J. ANTONIO NAVARRO
JESSE B. BADGETT
WM. D. LACEY
WILLIAM MENEFEE
JUO. FISHER
MATHEW CALDWELL
WILLIAM MOTTLEY
LORENZO DE ZAVALA
STEPHEN H. EVERITT
GEO. W. SMYTH
ELIJAH STAPP
CLAIBORNE WEST
WM. B. SCATES
M. B. MENARD
A. B. HARDIN
J. W. BUNTON
THOS. J. GAZLEY
R. M. COLEMAN
STERLING C. ROBERTSON
JAS. COLLINSWORTH
EDWIN WALLER
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J. B. WOODS
THOMAS JEFFERSON RUSK
CHAS. S. TAYLOR
JOHN S. ROBERTS
ROBERT HAMILTON
COLLIN McKINNEY
ALBERT H. LATIMER
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JAS. GAINES
WM. CLARK, JR.
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WM. CARROL CRAWFORD
JNO. TURNER
BENJ. BRIGGS GOODRICH
G. M. BARNETT
JAMES G. SWISHER
JESSE GRIMES
S. RHOADS FISHER
JOHN W. MOORE
JOHN W. BOWER
SAM A. MAVERICK
SAM P. CARSON
A. BRISCOE
H. S. KEMBLE, Secretary

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General

The Handbook of Texas

The Texas Almanac

The Southwestern Historical Quarterly

The Dallas Morning News as example of conservative newspaper, now including The Texas Star magazine on Sunday.

The Texas Observer as example of liberal Texas paper.

Texas Parade magazine

ORGANIZATIONS FOR CAREER INFORMATION

1. Actors' Equity Association
   165 West 46th Street
   New York, New York 10036

2. Amalgamated Meat Cutters and Butcher Workmen of North America
   2800 North Sheridan Road
   Chicago, Illinois 60614

3. American Association of Junior Colleges
   1315 Sixteenth Street, N.W
   Washington, D.C. 20036

4. American Association of Oilwell Drilling Contractors
   211 North Ervay Street
   Dallas, Texas 75201

5. American Association of University Professors
   1 Dupont Circle
   Washington, D.C. 20036

6. American Bankers Association
   90 Park Avenue
   New York, New York 10016

7. American Bar Association
   1155 East 60th Street
   Chicago, Illinois 60637

8. American Chemical Society
   1155 Sixteenth Street, N.W.
   Washington, D.C. 20006

9. American Correctional Association
   P.O. Box 10176, Woodridge Station
   Washington, D.C. 20018

10. American Council on Education
    1 Dupont Circle
    Washington, D.C. 20036

11. American Geological Institute
    1444 N Street, N.W.
    Washington, D.C. 20005

12. American Geophysical Union
    2100 Pennsylvania Avenue, N.W.
    Washington, D.C. 20037

13. American Guild of Variety Artists
    551 Fifth Avenue
    New York, New York 10017

14. American Institute of Chemical Engineers
    345 East 47th Street
    New York, New York 10017

15. American Meat Institute
    59 East Van Buren Street
    Chicago, Illinois 60605

16. American Music Conference
    332 South Michigan Avenue
    Chicago, Illinois 60604

17. American National Theatre and Academy
    245 West 52nd Street
    New York, New York 10019

18. American Petroleum Institute
    1271 Avenue of the Americas
    New York, New York 10020

19. American Telephone and Telegraph Company
    195 Broadway
    New York, New York 10007

20. Association of American Law Schools
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036

21. Authors League of America
234 West 44th Steeet
New York, New York 10036

22. B'nai B'rith Vocational Service
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

23. Communications Workers of America
1925 K Street, N.W.
Washington, D.C. 20006

24. Democratic National Committee
2600 Virginia Avenue, N.W.
Washington, D.C. 20037

25. Engineers' Council for Professional Development
345 East 47th Street
New York, New York 10017

26. Independent Petroleum Association of America
1430 South Boulevard
Tulsa, Oklahoma 74101

27. International Association of Chiefs of Police
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

28. International Brotherhood of Electrical Workers
1200 Fifteenth Street, N.W.
Washington, D.C. 20005

29. International Institute of Synthetic Rubber Producers
45 Rockefeller Plaza
New York, New York 10020

30. National Association of Schools of Music
1501 New Hampshire Avenue, N.W.
Washington, D.C. 20036

31. National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605

32. National Council of the Churches of Christ in the U.S.A.
Department of Ministry
475 Riverside Drive
New York, New York 10027

33. National Council on Crime and Deliquency
44 East 23rd Street
New York, New York 10010

34. National Conference of Police Associations
1609 Kenny Drive
Falls Church, Virginia 20040

35. National Institute of Meat Packing
188 West Randolph Street
Chicago, Illinois 60601

36. National Music Council
2109 Broadway
New York, New York 10023

37. National Postal Union
509 Fourteenth Street, N.W.
Washington, D.C. 20004

38. National Writers Club
745 Sherman Street
Denver, Colorado 80203

39. North American Judges Association
1401 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

40. Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

41. Republican National Committee
1625 Eye Street, N.W.
Washington, D.C. 20006

42. Rubber Manufacturers Association
444 Madison Avenue
New York, New York 10022

43. Serra International
22 West Monroe Street
Chicago, Illinois 60603

44. Society of Exploration Geophysicist
Box 3098
Tulsa, Oklahoma 74101

45. Society of Magazine Writers
54 West 40th Street
New York, New York 10018

46. United Federation of Postal Clerks
817 Fourteenth Street, N.W.
Washington, D.C. 20005

47. United Fresh Fruit and Vegetable Association
777 Fourteenth Street, N.W.
Washington, D.C. 20005

48. United Packinghouse, Food and Allied Workers
608 South Dearborn Street
Chicago, Illinois 60605

49. United Rubber, Cork, Linoleum and Plastic
Workers of America
87 South High Street
Akron, Ohio 44308

50. United States Civil Service Commission
Washington, D.C. 20415

51. Utility Workers of America
1725 K Street, N.W.
Washington, D.C. 20006

52. Vegetable Growers Association of America
1616 H Street, N.W.
Washington, D.C. 20006

53. Western Union Telegraph Company
60 Hudson Street
New York, New York 10013

PERIODICALS FOR CAREER INFORMATION

1. American Association of University Professors Bulletin
   1 Dupont Circle
   Washington, D.C. 20036

2. American Bar Association Journal
   1155 East 60th Street
   Chicago, Illinois 60637

3. American Journal of Correction
   P.O. Box 10176, Woodridge Station
   Washington, D.C. 20018

4. American Vegetable Grower
   37841 Euclid Avenue
   Willoughby, Ohio 44094

5. Bankers Monthly
   P.O. Box 7600
   Chicago, Illinois 60680

6. Banking
   90 Park Avenue
   New York, New York 10016

7. Butcher Workman, The
   2800 North Sheridan Road
   Chicago, Illinois 60614

8. Chemical and Engineering
   1155 Sixteenth Street, N.W.
   Washington, D.C. 20006

9. Chemical Engineering Progress
   345 East 47th Street
   New York, New York 10017

10. Crime and Deliquency
    44 East 23rd Street
    New York, New York 10010

11. Democrat, The
    2600 Virginia Avenue, N.W.
    Washington, D.C. 20037

12. Drilling Contractor
    211 North Ervay Street
    Dallas, Texas 75201

13. Equity
    165 West 46th Street
    New York, New York 10036

14. Geophysics
    Society of Exploration Geophysicist
    Box 3098
    Tulsa, Oklahoma 74101

15. Higher Education and National Affairs
    1 Dupont Circle
    Washington, D.C. 20036

16. Independent Petroleum Monthly
    Box 1019
    Tulsa, Oklahoma 74101

17. Journal of Geophysical Research
    2100 Pennsylvania Avenue, N.W.
    Washington, D.C. 20037

18. Meat
    1 East 1st Street
    Deiluth, Minnesota 55810

19. National Music Council Bulletin
    2109 Broadway
    New York, New York 10023

20. National Provisioner, The
    15 West Huron Street
    Chicago, Illinois 60610

21. National Sheriff
714 Transportation Building
Washington, D.C. 20006

22. Oil and Gas Journal
Box 1260
Tulsa, Oklahoma 74101

23. Packinghouse Worker, The
608 South Dearborn Street
Chicago, Illinois 60605

24. Police Chief, The
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

25. Public Relations Journal
845 Third Avenue
New York, New York 10022

26. Republican, The
1625 Eye Street, N.W.
Washington, D.C. 20006

27. Rubber Age
101 West 31st Street
New York, New York 10001

28. Rubber World
630 Third Avenue
New York, New York 10017

29. Student Lawyer Journal, The
1155 East 60th Street
Chicago, Illinois

30. Telephone Engineer and Management
402 West Liberty
Wheaton, Illinois 60187

31. Telephony
608 South Dearborn Street
Chicago, Illinois 60605

32. Union Postal Clerk and Postal Transport Journal, The
817 Fourteenth Street, N.W.
Washington, D.C. 20005

33. United Rubber Worker
87 South High Street
Arkon, Ohio 44308

34. Variety
154 West 46th Street
New York, New York 10036

35. Vegetable Growers Messenger
Preston, Maryland 21655

36. Writer, The
8 Arlington Street
Boston, Massachusetts 02116

37. Writers' Digest
22 East 12th Street
Cincinnati, Ohio 45210

SELECTED REFERENCES FOR CAREER INFORMATION

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This is Rubber in the 60's. New York: Rubber Manufacturers Assn., 1965.

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AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Alamo, The	FS	RMI Film Productions, Inc.		C
America at War	16mm	Screen News Digest	17 min.	B/W
America in World War II	FS	Social Studies School Service		
American Buffalo, The	FS	Encyclopedia Britannica Educational Corp.		B/W
American Indians Before European Settlement	16mm	Coronet Films	11 min.	C
Americans Settle in Texas, The	FS	Encyclopedia Britannica Educational Corp.		B/W
Austin, S. F.	FS	Encyclopedia Britannica Educational Corp.		C
Bank Holiday Crisis of 1933	16mm	McGraw-Hill Textfilms	27 min.	B/W
Barrel No. 1	16mm	Graphic	23 min.	C
Bowie, James	FS	RMI Film Productions, Inc.	14 min.	C
Causes of Civil War	FS	Encyclopedia Britannica Educational Corp.		C
Civil War and Reconstruction	FS	Encyclopedia Britannica Educational Corp.	49 min.	C
Covered Wagon Days	FS	International Film Foundation		C
Failure of American Neutrality 1933-1939	16mm	Films Inc.	17 min.	B/W
FDR - Third Term to Pearl Harbor	16mm	McGraw-Hill Textfilms	26 min.	B/W
Federal Court, The	FS	Encyclopedia Britannica		C
Florida and Texas Story	FS	L. C. Proctor		C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
From Indepencence to Statehood	FS	Encyclopedia Britannica Educational Corp.		C
Garner, John Nance	16mm	Screen News Digest		B/W
General View of Texas	FS	Chambers		B/W
Great Depression and the New Deal, The	FS	Science Research Assoc.		
Indian Influence in the United States	16mm	Coronet Films	11 min.	C
Invisible Rivers of Texas	16mm	Texas Education Agency	10 min.	B/W
Life in the Thirties, part I	16mm	McGraw-Hill Textfilms	26 min.	B/W
Map of an Empire	16mm	United Gas Corp.	20 min.	C
Marshall, Justice Thurgood	FS	Bailey Film, Inc.		C
Mission Era, The	FS	NDEA		B/W
Missions of the Southwest	16mm	Author Barr Assoc.	15 min.	C
1932, The Year of Change	16mm	Screen News Digest	17 min.	
Police and Police Protection	FS	Eye Gate House		C
Policeman	Cas.T.	Educational Progress Corp.		
Post Office and Postal Workers, The	FS	Eye Gate House		C
Reconstruction Period	FS	Encyclopedia Britannica Educational Corp.		C
Roughnecks	16mm	National Film Board of Canada	22 min.	B/W
Spanish Explorers, The	16mm	Encyclopedia Britannica Educational Corp.	14 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Spanish Explorations in Texas	FS	Encyclopedia Britannica Educational Corp.		C
Spanish Influence in the United States, The	16mm	Coronet Films	11 min.	C
Spanish Influence in the United States	16mm	Coronet Films	10 min.	
Spanish Missions, part I	FS	VEDCO		B/W
Spanish Missions, part II	FS	VEDCO		B/W
Spanish Missions, part III	FS	VEDCO		B/W
Spanish Mission Period in Texas	FS	Encyclopedia Britannica Educational Corp.		C
Spindletop	16mm	Young American	27 min.	
Stagecoach Westward	16mm	Arthur Barr Assoc.	11 minl	C
Subtropical Lands of Western Texas	FS	Singer/SVE		B/W
Texas	16mm	MOT Formu Education	11 min.	
Texas Discovered and Explored	FS	Huseman Co.		C
Texas Missions	FS	Huseman Co.		C
Texas Revolution, part I The Period from 1519 to 1832	16mm	Consolidated Film Industries	21 min.	C
Then and Now in Texas	FS	Encyclopedia Britannica Educational Corp.		B/W
Two Deserts: Sahara and Sonora	16mm	Southwest Media Service		C
Two Grasslands: Texas and Iran	16mm	Southwest Media Service		C
World War II	16mm	Coronet Films	16mm	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Your Future as a Policeman and Policewoman	Mag.T.	Guidance Assoc.		
Your Future in the Postal Service	Mag.T.	Guidance Assoc.		

KEY

16mm ---------- 16mm films
FS ---------- filmstrips
Mag.T. -------- magnetic tapes
Cas.T. -------- cassette tapes